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**Integrating the Cochrane ‘Involving People’ guidance into the systematic review process:
Learnings from a diverse steering group**

Brief outline of your submission

We outline how a diverse range of key stakeholders (both professionals and people with lived experience) were meaningfully included in a systematic review, which was guided by the new Cochrane ‘Involving People’ resource. We highlight what we all learnt together, and potential implications for future intervention reporting.

Abstract

Introduction:

This work is part of a Wellcome trust funded four-phase intervention development project that aims to identify the content, format and process of delivery of an intervention for pre-school children with co-occurring features of speech sound disorder (SSD) and developmental language disorder (DLD). It is being over-seen by an expert steering group consisting of a parent of a child with DLD/SSD, an adult with DLD, three NHS speech and language therapists (inclusive of a clinical equality, diversity and inclusion expert), a specialist early years teacher and a bi/multilingual educational family support worker from the Brighton Ethnic Minority Achievement Service (EMAS). The aim of the first phase is to conduct a systematic review to identify potentially relevant intervention techniques.

Aims:

Our aim is to ensure that a diverse range of opinions and recommendations are integrated into the process of conducting this systematic review. This is essential to ensure that the review has direct relevance to clinical practice, with consideration of families from diverse backgrounds.

Methods:

The Cochrane ‘Involving People’ learning resource (Pollock et al., n.d.) was used to identify opportunities in the systematic review process to involve key stakeholders. Following this, the lead researcher conducted a one-to-one discussion with each group member to generate initial ideas. These ideas were then expanded on through discussion and brainstorming within whole group meetings. These meetings were conducted according to the principles of the UK standards for public involvement (NIHR et al., 2019), and an impact log was used to record steering group influences on the systematic review process.

Results:

The effect of steering group involvement is demonstrated within the impact log; to date, 18 alterations or additions have been made to the systematic review process. These additions include the identification of outcomes, identifying what data to extract, and interpreting the data based on ‘real life’ experiences. This study is currently ongoing. However, here we provide an example from the data extraction process. Preliminary results highlight a discrepancy between what is important to clinicians and people with lived experience and what is reported in the literature. Examples include the following:

- Limited information regarding how the choice of intervention was discussed and agreed with the child’s family.
- For bi/multilingual families: limited detail regarding how the child’s home language was

assessed and rationale for the language the intervention was in.

· Limited information regarding the child's perspective of the intervention (i.e., was it 'fun'?).

Conclusions and implications:

We provide an example of why the Cochrane 'Involving People' resource would be of benefit to future researchers seeking to undertake a systematic review. In the case of our review, our work together has shone a light on major discrepancies between what is important to key stakeholders and what is reported within intervention studies. One limitation is that we cannot assume that this is generalizable across all SLT intervention research contexts. However, these findings do provide a basis for stimulating critical discussion regarding what we prioritize and report on within intervention research across our profession.

KEYWORDS

co-production, systematic review

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